



**ACCOUNTABILITY DETERMINATIONS FOR  
ARIZONA ONLINE INSTRUCTION SCHOOLS**

# Agenda



Goal

Considerations

Measures

Impact

Next Steps

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# Goal



Determine a letter grading method for Arizona Online Instruction schools in order to decrease the number of “not rated” schools in the 2014-2015 school year – an obligation under A.R.S. 15-808 and conditions of the 2015 ESEA Flexibility Request.

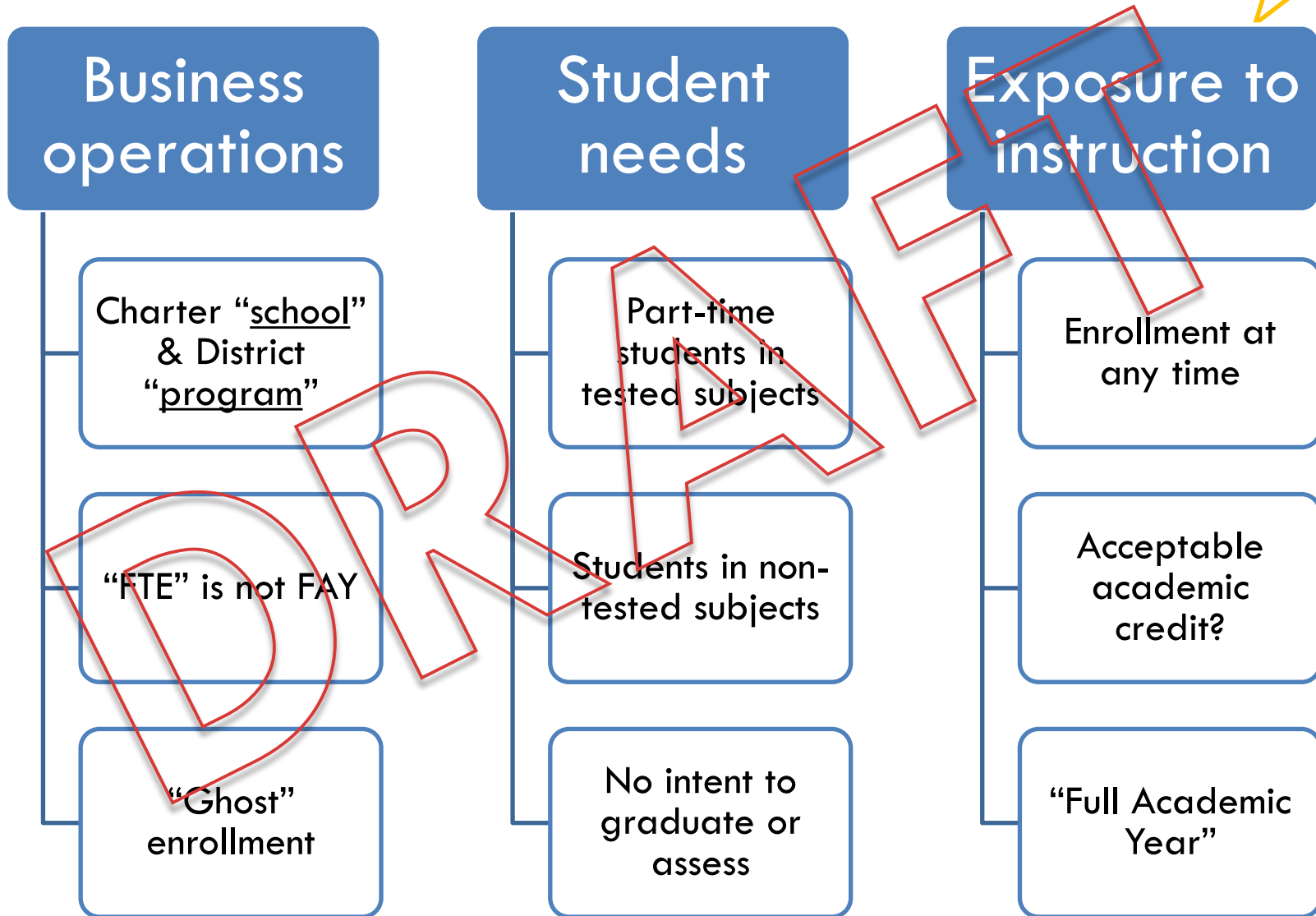
# What we heard



*“It’s unfair to hold us accountable for something we didn’t know we would be held accountable for or for something we cannot change in retrospect.”*

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# What we observed



# AOI as Alternative Schools



- Younger grades likely to impact 70% eligibility requirement for alternative status
- Similar goals related to student growth and persistence
- Specific, specialized mission of alternative schools

**AOI schools which do not intend to serve a population qualifying as “alternative” are NOT –by definition – alternative schools.**

# Considerations



## FAIRNESS

- **Accountability for measures under which all schools were accountable during the 2013-2014 school year**

## NATURE OF INSTRUCTION

- Capture more student achievement data within the letter grade determination
- District distance learning “program” versus Charter SCHOOL

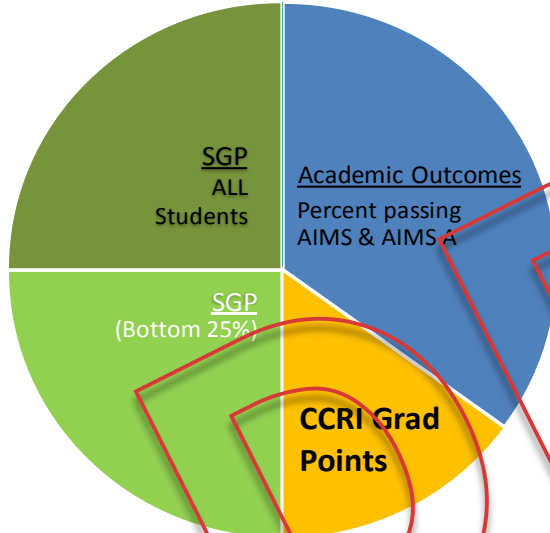
## POPULATION

- Higher percentage of non-proficient students prior to enrollment
- Variations in students’ intent to recover, remediate, or accelerate instruction

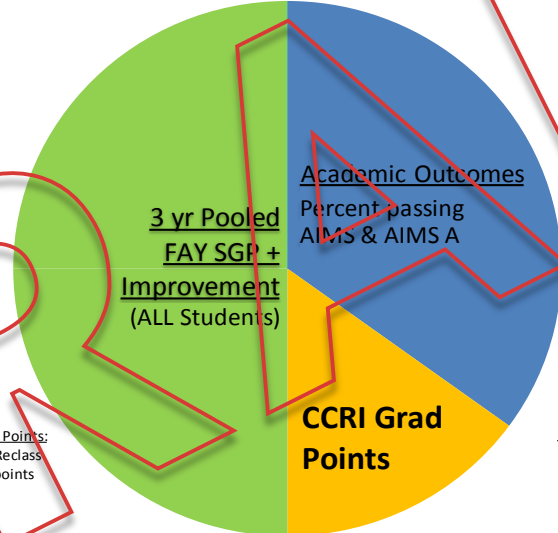
# 2014 AOI Model



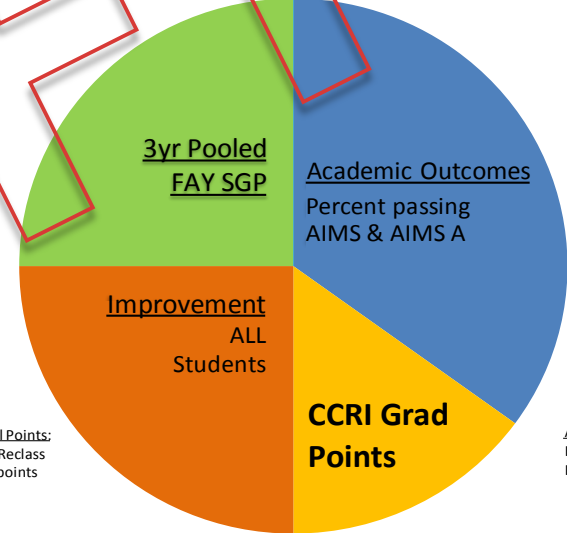
Traditional B&M  
2013-2014



Proposed AOI Model  
2013-2014



Alternative B&M  
2013-2014



Addl Points:  
ELL Reclass  
DO points





Requirement to test at least 95% of students

# **TEST PARTICIPATION**

# Calculating “95% tested”



## AOI issues

- Locate/use additional resources to ensure all students test in-person
- Student is ineligible to continue enrollment in an AOI if they do not test
- Dual enrolled students test with their B&M typically
- Significantly lower test participation rates than B&M schools

## Recommended Changes

**All students enrolled at an AOI on the date of testing will be considered tested at the AOI if the student has a valid test record from any school in the state.**



Charter and District AOs

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**PERCENT PASSING**

# Percent Passing Points based on **BETTER OF:**



- Percentage of FAY & non-FAY students who passed AIMS/AIMS A at the school
  - Comply with statute by augmenting percent passing points by the percentage of FAY students
  - Charter schools tend to have higher percentage of FAY students
- Points based on the LEA's percent passing
  - District schools tend to have higher passing rates at the LEA level
  - District AOs serve large numbers of students who test at other schools within the district
  - Students who test at B&M district schools tend to have received some AOI instruction

# Calculation of points:



$$\text{Adj. \% pass points} = \frac{\text{Number of ALL students passing}}{\text{Number of ALL students tested}} * (1 + \text{pct. FAY})$$

$$\text{LEA passing points} = \text{Percent of FAY students passing at the LEA}$$



Required within ARS 15-241 for 2014 Letter Grades

# **GROWTH & IMPROVEMENT**

# Measuring Growth for Schools with Struggling Students



## Student Growth Percentiles

*How much more did the student grow compared to their peers in the state with the same academic achievement history in that grade level and subject?*

- Example: Yovhane didn't pass the grade 6 AIMS, but Yovhane's SGP was 89. Yovhane grew more than 89% of students across the state who took the same test this year and who performed the same as her on the grade 5, 4, and 3 AIMS.

## AIMS Improvement

*If the student did not score in the highest performance band possible, did the student increase their AIMS achievement level this year compared to the last time they took the AIMS?*

- Example: Yovhane didn't pass the grade 6 AIMS this year, but she scored a 2. On her grade 5 AIMS, she scored a 1 – the lowest performance band possible.

# Improved Incentives for Academic Growth



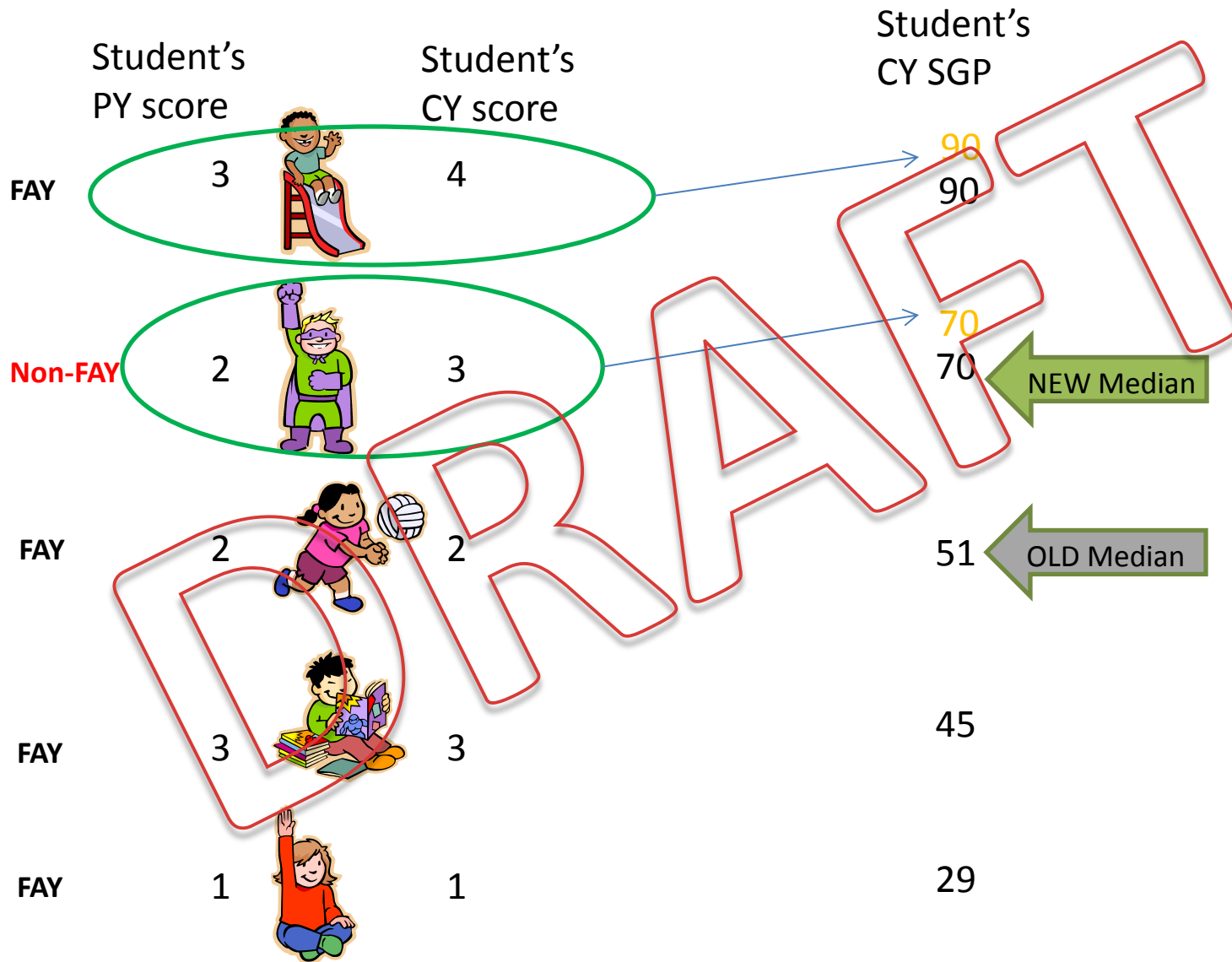
- Decreased benefit from established alt. schools improvement measure because of a much larger population (denominator) for AOI schools
- Applies the standard growth model used for all Arizona schools/students
  - Average SGP  $>80$  for students improved in Math
  - Average SGP  $>70$  for students improved in Reading
- Uses mostly FAY students' growth data over three years AND credit for improvement of ALL students
- Controls for high concentration of students with low achievement in prior years





*Students who increase AIMS achievement levels over the prior year AIMS will impact the median by contributing two duplicate data points to the school's 3-years of pooled SGP data.*

# Improvement & SGP



# Why award additional points for AIMS re-tests?



Pass rate decreases as grade level increases

Grade 11 & 12 re-testers not included in SGP model

3 add'l points for Improvement on HS AIMS

AOI schools do not share benefit of ELL enrollment & reclassification

AIMS is a high stakes test for Grade 11 & 12 students

# Additional Points for AOI Model



- Additional points:
  - Improvement of AIMS re-testers ( $N \geq 10$ )
  - ELL Reclassification ( $N \geq 10$ )
  - Dropout Rate Reduction

| Component                                 | Criteria                                  | Points Possible |
|---|---|-----------------|
| Avg. of Reading & Mathematics Improvement | Improvement exceeds state re-test average | 3               |
| ELL                                       | SAME                                      | 3               |
| Dropout Rate Reduction                    | ALT schools threshold(s)                  | 3               |
| Total                                     |   | Up to 9         |

# CCRI Graduation Component



## Rolling Rate

- Addresses high student mobility from year to year
- Encourages high graduation rates among all cohorts
- Compliant with state policy for graduation rate accountability
- **When no graduation rates exist, all points based on persistence rate.**

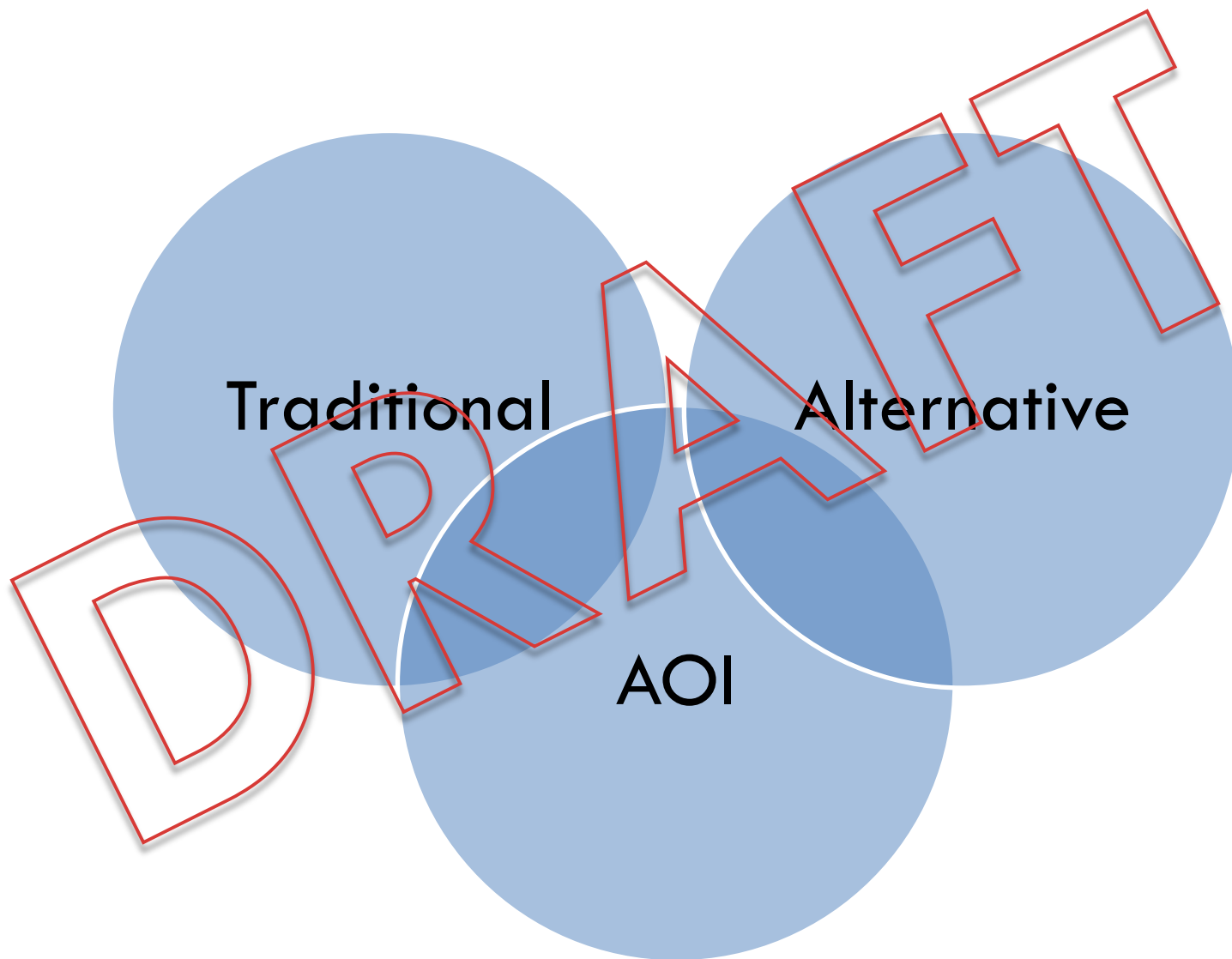
## Growth toward graduation

- Credits schools for retaining under-credited students
- Integrate existing measure used in previous accountability determinations
- Credits schools for instructing students who may not intend on graduating

# Calculating CCRI Grad Points



| Alternative CCRI<br>Grad<br>Component    | Average<br>Rate | Points Possible               | Points                 |
|--|-----------------|-------------------------------|------------------------|
| 4-year cohort                            | 0.29            | 1                             | 0.29                   |
| 5-year cohort                            | 0.36            | 1                             | 0.36                   |
| 6-year cohort                            | 0.50            | 1                             | 0.50                   |
| 7-year cohort                            | 0.53            | 20 (assigned to highest rate) | 10.6                   |
| Growth to<br>Graduation<br>(persistence) | 0.78            | 10                            | 7.8                    |
| Total (Cannot exceed 30)                 |                 |                               | 20<br>(rounded points) |



# Proposed use of ALT scale



Table 4. A-F Letter Grade Point Scale

| Letter Grade | Total Points |
|--------------|--------------|
| A            | 140 – 200    |
| B            | 120 – 139    |
| C            | 100 – 119    |
| D            | 0 – 99       |

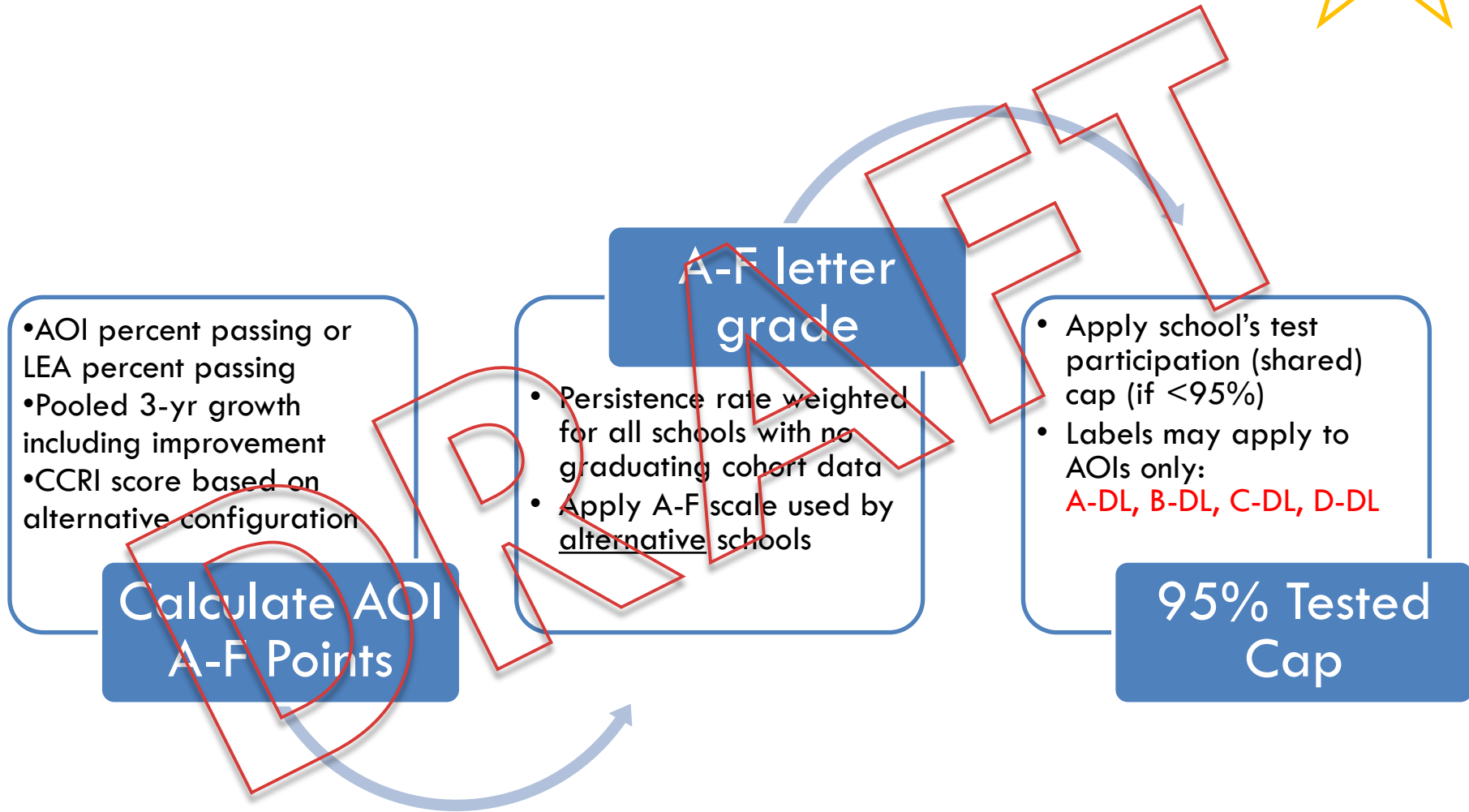
The alternative school letter grading scale was set for the first time in fiscal year 2014. This is in contrast to prior years when alternative school letter grades were based on a distribution of other alternative schools. Schools under the Alternative Model used the non-distribution based scale described in Table 5).

Table 5. A-F Alternative Letter Grade Point Scale

| Letter Grade | Total Points |
|--------------|--------------|
| A-ALT        | 167+         |
| B-ALT        | 132-166      |
| C-ALT        | 97-131       |
| D-ALT        | Up to 96     |



# Proposed 2014 AOI Letter Grading Process



# Preliminary Impact Data



## AOI Letter Grades by Year

|         | 2012 | 2013 | 2014<br>NO AOI<br>MODEL | 2014 New<br>Model –<br>ALT<br>scale*** | 2014 New<br>Model –<br>Traditional<br>scale*** |
|---------|------|------|-------------------------|--|--|
| A/A-ALT |      |      |                         | TBD                                    | TBD  |
| B/B-ALT |      | 1    | 1/1                     | TBD                                    | TBD  |
| C/C-ALT | 2    | 2/2  | 3/3                     | TBD                                    | TBD  |
| D/D-ALT | 7    |      | 4                       | TBD                                    | TBD  |
| DDD/F   |      |      |                         |  |  |
| NR      | 44   | 54   | 44                      | *                                      | *  |
| Total   | 53   | 59   | 56                      | 43                                     | 43   |

\*Only schools with FY2014 students enrollment are included. Inactive entities with no students enrolled & no students tested get no label.

# Why use the Alternative Scale?



- Methodology, measures, student mobility similar to alternative schools
- Labels based on research, student performance specific to assessment
- More reliable labels based on wider point bands

***Under the Alternative scale, an “A” is more rigorous, BUT it is easier to receive a “D” letter grade based on the Traditional scale.***

# AOI Accountability Labels



- Regardless of which scale is used, AOI school grades denoted by “distance learning” (DL) appendix similar to alternative schools
  - A-DL
  - B-DL
  - C-DL
  - D-DL
- AOI schools will carry ALT designation instead of DL if they meet qualifying criteria for alternative status
  - Label based on AOI-specific measures

***FY2014 test data used to produce 2014 label ONLY.***

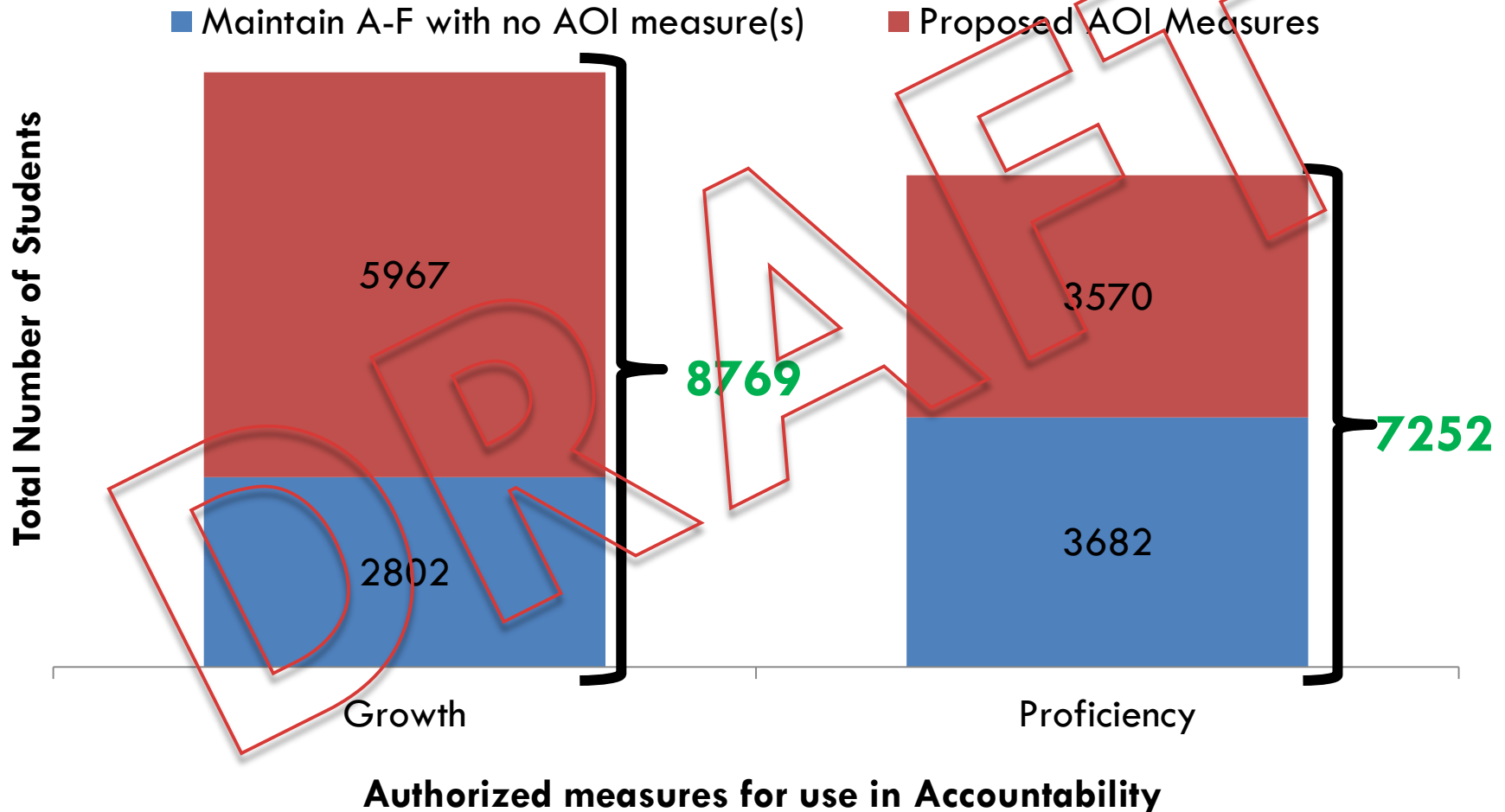
# AOI Model Validation



*How do these proposed labels compare  
to current labels in the 2014 A-F Letter  
Grade Accountability System?*

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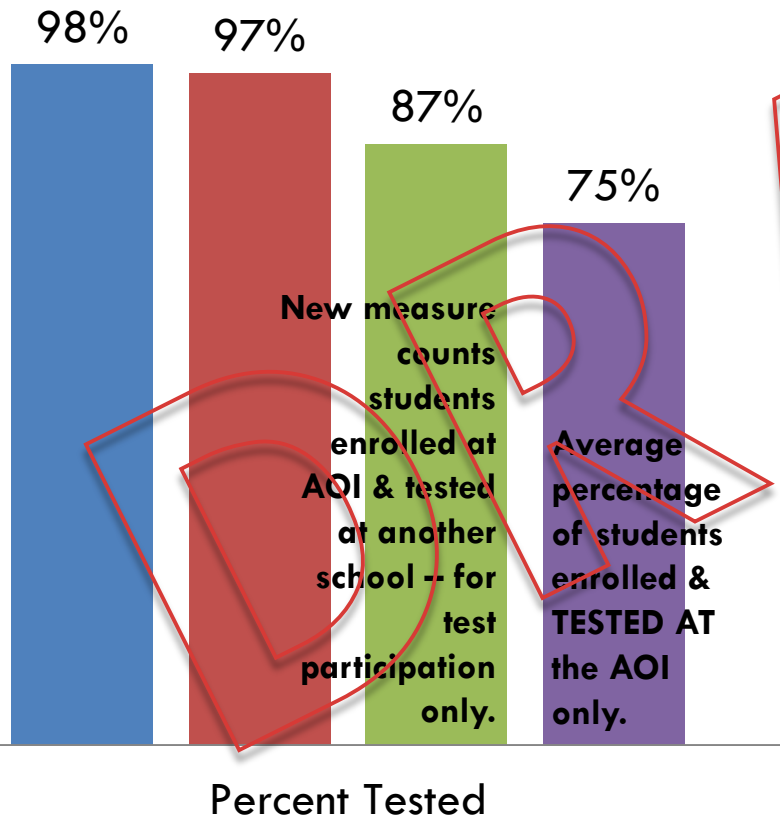
# Students Included in Accountability Determinations



# Overall Percent Tested



■ Trad ■ ALT ■ AOI ■ AOI2

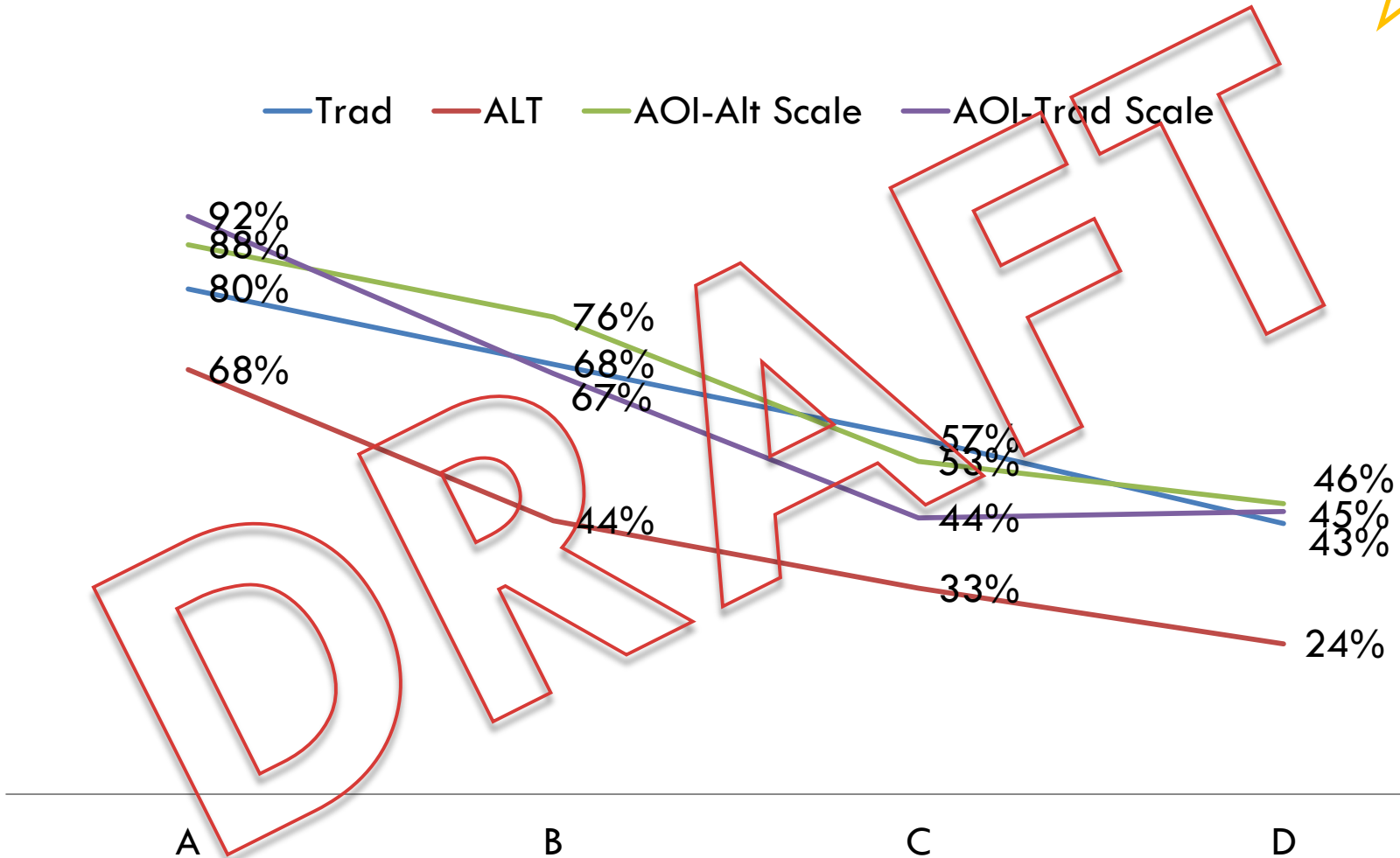


## Impact of 95% Test Cap

| Decreased from | Alternative Scale | Traditional Scale |
|----------------|-------------------|-------------------|
| A to B         | 0                 | 2                 |
| A to C         | 0                 | 1                 |
| A to D         | 0                 | 1                 |
| B to C         | 1                 | 1                 |
| B to D         | 1                 | 0                 |
| C to D         | 1                 | 1                 |

**\*Less reliability using the traditional scale based on inherent challenges of in-person testing for distance learning students.**

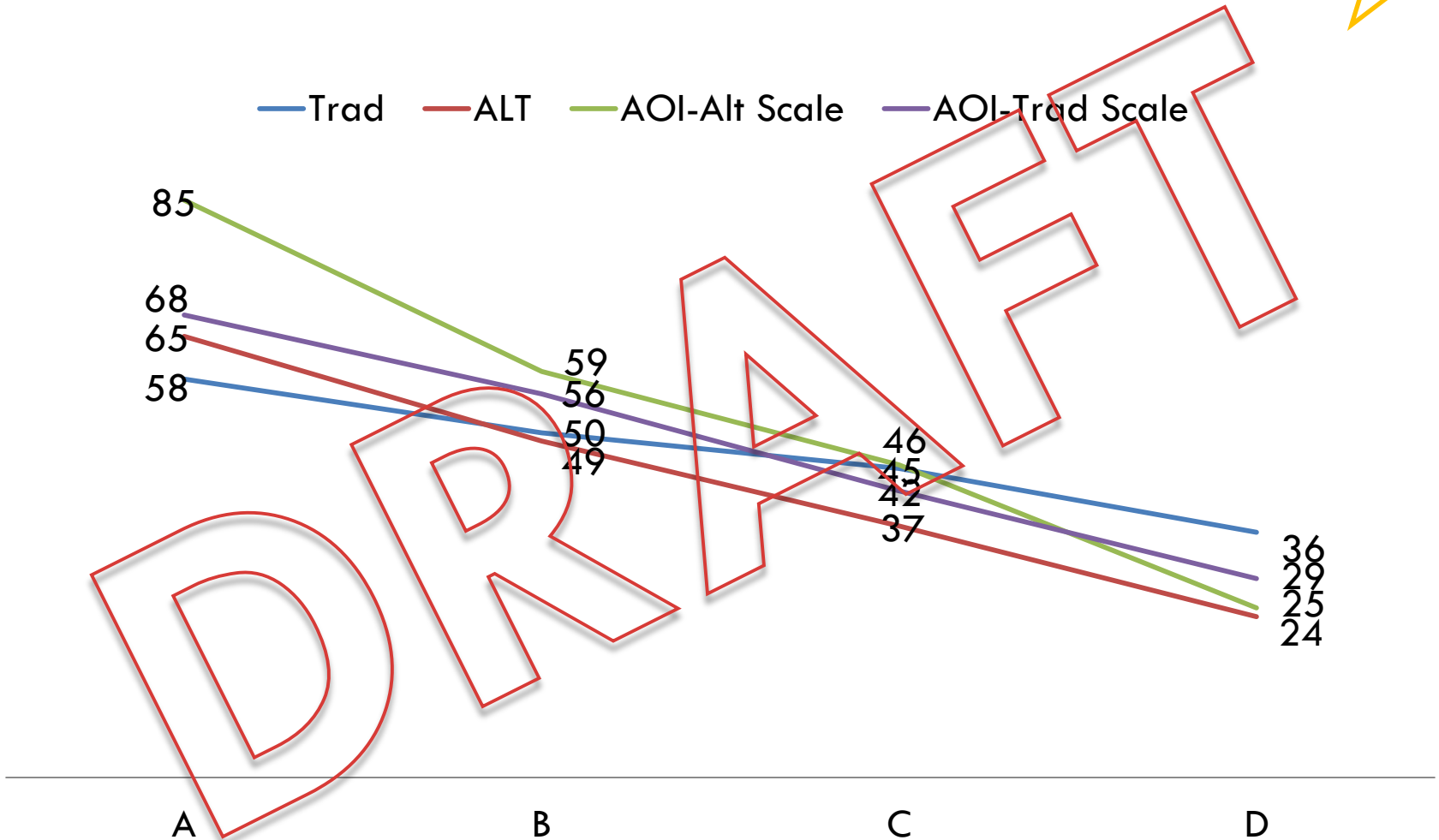
# Average Percentage Passed AIMS



\*FAY only; Non-FAY excluded for comparison purposes. Using ALT cut; For schools whose pctpass\_fay is not missing only.

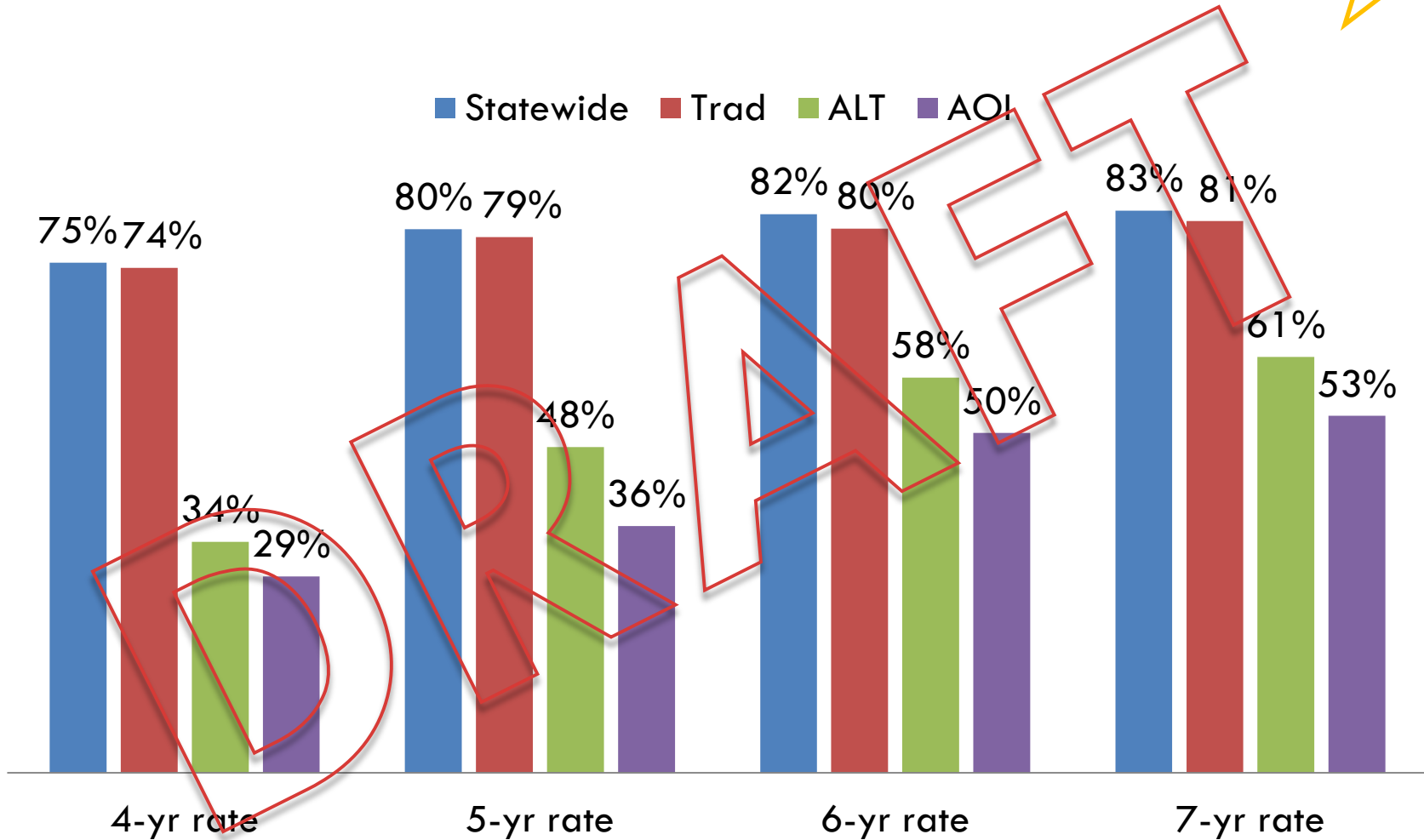


# Average Math and Reading SGP

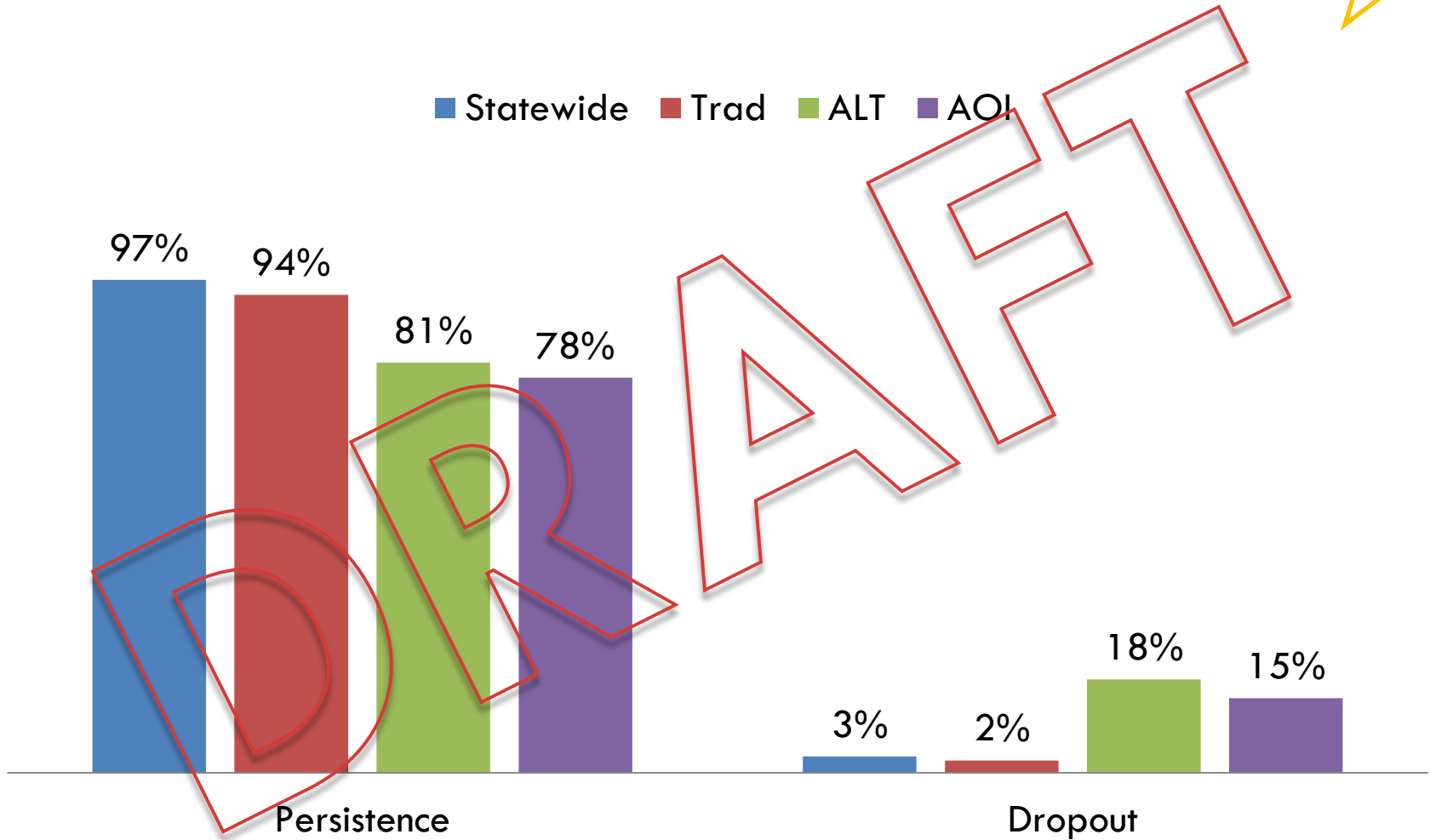


\*FAY only; No improvement adjustment.

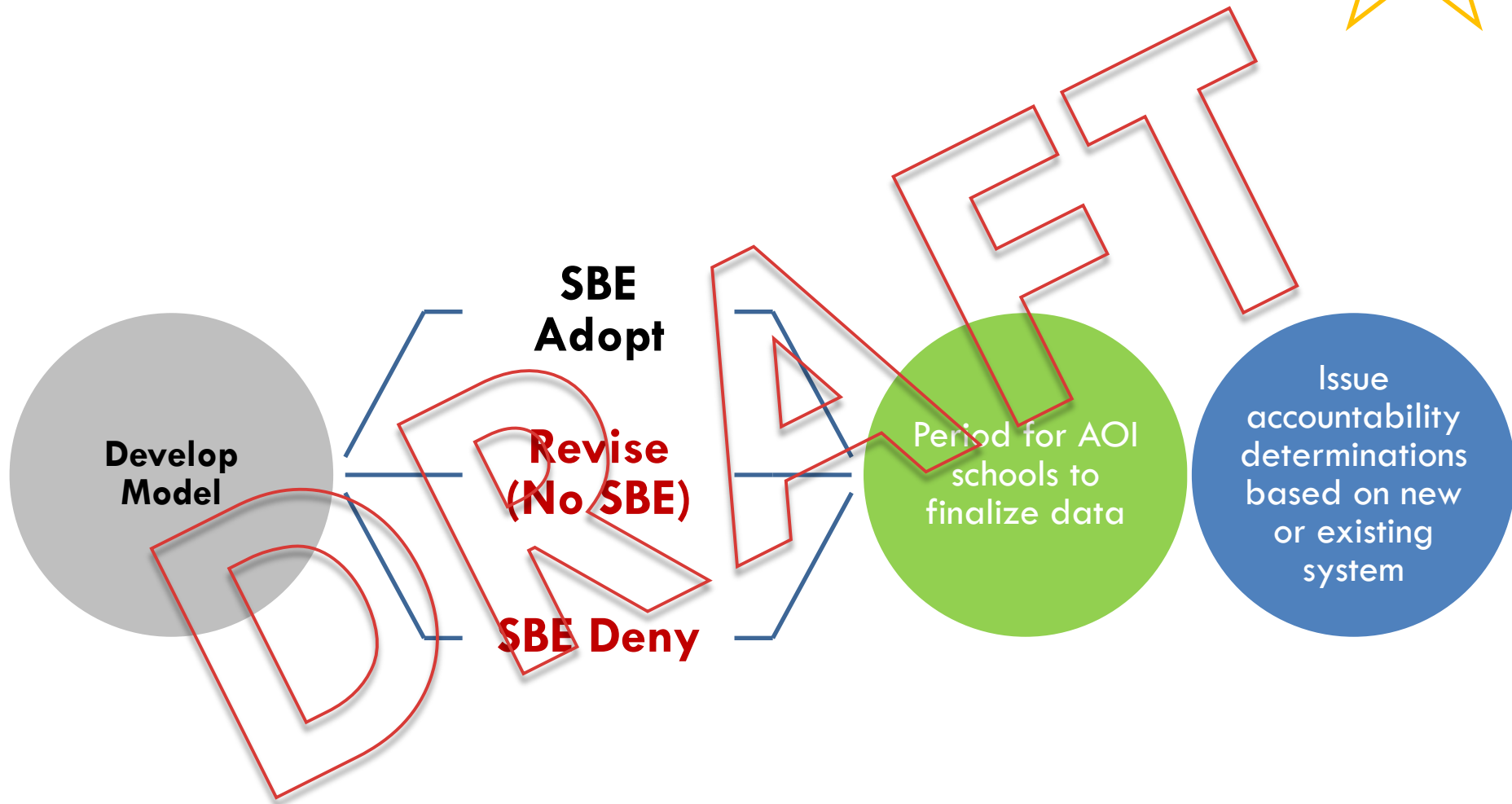
# Graduation Rate Accountability



# Persistence & Dropout Rate



# Next Steps





Contact [achieve@azed.gov](mailto:achieve@azed.gov) for additional feedback!

**THANK YOU!**